**Rationale**  
Teaching a conceptual unit on relationships serves many purposes. During high school, students are still trying to figure out who they are while making many tough decisions in the process. Students will be forced to deal with issues relating to the relationships with family, friends, romance and the internal struggle with themselves. This conceptual unit will focus on friendships, as this unit could precede other conceptual units on other types of relationships. As educators, it is our job to ensure our students evolve into successful and productive human beings. Literature often deals with common human experiences including peer pressure, changes, dilemmas, aspirations, and so on that make growing up such a challenge (Smagorinsky, 141). Young adolescent literature deals with these issues and can prove to be something the students learn from and cherish. It can be comforting to know others have gone through similar situations, thus catering to the psychological needs of our students. Young adult literature has many common characteristics: Conflicts are often consistent with the young adult’s experience, themes are of interest to young people, protagonists and most characters are young adults, and the language parallels that of young people (Bushman & Haas, 2). We will also show our students that literature, no matter the form or time period, can be used as a guide to making wise decisions and maintaining healthy relationships.

            Some may argue that literature serves for entertainment purposes alone and although there is some truth to this, literature also is another opportunity to teach students about the time period, the setting or place in which the action took place as well as the way society was at that point in time. In addition to the past, literature can also give a student insight to present day society. With ideas and opinions varying daily, literature can help students resolve and understand issues that are new or unknown to them. There are some arguments that believe teaching literature exposes students to offensive language and situations not applicable to today. However we will prove in our classroom that using literature from various periods will only strengthen the students’ understanding of these offensive terms and demonstrate the significance of language in all forms of literature. We will be using journals in the beginning of each class to help the students think about their own surroundings and relationships as it relates to the context of the many poems and novellas they will be reading. By allowing them to draft their own thoughts and ideas pertaining to the material being covered, these journals can help students critically think about the world around them. Additionally, journals can be beneficial in that they can, “sort out experiences, solve problems and consider varying perspectives, examine relationships with others in the world, and students can witness the academic and personal growth by reading past entries” (Walker, 1).

          In this conceptual unit, *Of Mice and Men* by John Steinbeck will be the main text. This book includes many themes, two of them focusing on family and friendship. This novel includes two men who must fight to stay together. They must overcome obstacles together because they only have each other to rely on. These two men create such a bond, basically creating a family. In the end, one character must choose what is best for the both of them. Students will understand the relationship these two men share and how they can relate this experience to their own lives. Although this novel is rich in experience and relationships, some may argue that this novel is not appropriate for students.  The language can be considered offensive to some; however, as stated earlier, as educators we will teach the students that these potentially offensive terms will demonstrate the time period and the significance in the novel.

            We will be focusing on the eleventh grade student as the audience for our thematic conceptional unit. We will incorporate novellas and various types of poetry which will address “friendship” as our focus as well as touch on family, romance and the internal relationship. The main goal of our unit is not only to provide students with guidance in human development but to learn how to analyze different forms of text, learn to become better writers, and learn to enjoy texts while relating to them on some level.

Bibliography

1. Bushman, J.H. & Haas, K.P. (2001) Using young adult literature in the English classroom 3rd edition. New York: Pearson Merrill. 331 pp.
2. Smagorinsky, P. Teaching English by Design: How to Create and Carry Out Instructional Units. Portsmouth: Heinemann, 2008
3. Walker, Diane. "Journals in the Classroom" New York: The New York Times Company 2010.

**Unit Goals**

* Students will relate their own experiences and friendships to those in Of Mice and Men.
* Students will analyze relationships in various poetry readings.
* Students will establish their own judgments regarding friendship and relationships through journaling.
* Students will demonstrate their understanding of the novel through an organized portfolio.
* Students will identify the characteristics of friendship through in-process and culminating text.

**Assignment Descriptions**

**Journals 25%**  
    Students will be required to keep a daily journal responding to the topics surrounding the the material. Journal lengths are flexible but should be at least half a page long. The purpose of this assignment is to help you critically think about the topic being discussed. This assignment is designed to help you construct your own opinions on friendship. All of your responses are to be kept in your journal and will be collected at the end of the unit. Your journals should incorporate:

* The question or topic of the day identified at the top of the paper.
* Your personal response to the passage (i.e. opinions, thoughts, or any connections that you can make with the topic).
* Your  interpretation of the topic, question, or passage.  
                    
         1.) Remember that the purpose of your journal entry is to consider, evaluate, and reflect on the main topic. Consider the conventions of English grammar in your writing but focus more on the response itself.   
         2.) Once you have completed your journal entry for the day, you will be given a check mark.  
         3.) Place your journal entry into your portfolio for a grade at the end of the unit plan.   
         4.) Keep in mind that it is a teacher's duty to report any shared thoughts or suggestions pertaining to the idea of violence, bodily harm, abuse or any other harmful behavior with the school administrators.

**Participation 15%**  
 Students will be required to participate in classroom discussions throughout the unit. Participation is an important aspect of this class as you will analyze relationships between readings and share your own experiences with the class. Participation includes individual responses that revolve around the topic, are thought provoking, and provide insight to the students response. Participation will also include working collaboratively in group discussions, completing an in-class reflective writing and presenting your portfolios at the end of the unit.  
  
**Quizzes 10%**    
    There will be frequent, unannounced quizzes designed to check students’ progress with the reading. There may also be occasional, short, informal in-class writing activities tied to our discussions. Quizzes and in-class writing assignments will be included in your portfolio binders.

**Debate 20%** Students will participate in an organized debate the last week of class. Students will be divided into 2 groups and each student will have a role within the group. Grades will be based on participation, teamwork and the final product**.  
  
Portfolio 20%** To assess student's understanding of John Steinbeck's *Of Mice and Men*, the class will organize a portfolio consisting of all in-class activities, journals, responses and quizzes. Each student will be responsible for compiling the material needed for their portfolio which will be graded at the end of the unit.   
  
**Blog 10%**   
    Class will meet in the computer lab every Friday for an in-class blog entry. (The first session will provide a tutorial on creating a blog) Students will choose one of their favorite journal topics for that week and write an extended response for that entry. Students will then comment on other peer responses (minimum of 2) for the remainder of the class.

* Students will demonstrate critical thinking through their journal entries.
* Peer responses will be constructive, meaningful and inoffensive.

Friendship

Week 1 – Day 1

**Introductory Activity**

**Subject:** English

**Grade Level:** 11th grade

**Overview:** This lesson will be an introduction to the conceptual unit on friendship. Students will be given a small overview of famous friendships in history. This will allow students to recall their prior knowledge of the importance of friendship and how friendship impacted their lives.

**Sunshine State Standards:**  
LA.1112.3.5.3: The student will be sharing with others.

**Student Objectives:**

Students will be able to recall previous knowledge of the relationships they have had in the past and present, such as friendships.

Students will be able to record how friendship has impacted their lives by writing down their response in their journals.   
Students will be able to communicate with their peers and share their passages they wrote for their prompt.

**Materials:**

* Students will be required to have a spiral-bound notebook with a 3-hole punch to serve as their journals for the duration of the unit.
* Students will need a pen or pencil.

**Procedure:**

1. The teacher will ask the class the following questions: (5 minutes)
   1. Who can recall any famous friendships in history he or she knows about?
   2. How did this friendship impact the lives of these famous people.
2. The teacher will then go over famous friendships in history, as well as, a few relationships in pop culture (10 minutes).

            Examples include:

1. Susan B. Anthony and Elizabeth Cady Stanton (women's right movement)
2. Gertrude Stein and Ernest Hemingway (both influenced each other's poetic talent)
3. Abraham Lincoln and Joshua Speed (influenced each other in politics)
4. Matt Damon and Ben Affleck (Movie Stars)
5. Students will be given a choice to write about one of the following prompts (This will serve as the first journal entry):
   * Describe a friend of yours. How has he/she made a positive or negative impact in your life?
   * Reflect on your favorite television show. How is the main character influenced by his/her best friend?
6. Students will reflect and record their response in their journal. (7-9 minutes)
7. The class will be encouraged to share their responses with the class. (7-9 minutes)
8. The teacher will lead a discussion on the positive and negative attributes of a friend; The students responses will be recorded on the board. (10 minutes)
9. The teacher will go over the student's portfolios and each student will be given the class rubric for this unit. (7-9 minutes)

**Evaluation:**

Students will be evaluated on participation. The student should have written a journal and appeared attentive in the discussion (speaking is not required; however, it is encouraged).  

Week 1 – Day 2

**Title**: Making Connections  
**Subject**: Language Arts   
**Grade Level**: 11th   
**By**: Christine McDonald, Donielle Speranza, Jennifer McMullian

**Overview**: This lesson will connect the students' reflections on friendship to the convention of poetry.

**Sunshine State Standards**:

* LA.1112.5.2.1: The student will demonstrate effective listening skills and behaviors for a variety of purposes, and demonstrate understanding by critically evaluating and analyzing oral presentations;
* LA.1112.3.1.1: The student will prewrite by generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon teacher-directed topics and personal interests;

**Objectives**:

* Students will be able to analyze specific pages of a  novel.
* Students will be able to work in groups to construct a poem

**Materials:**

* 5 printed pages of the novel, *The Secret Garden*, for each student. (Teacher selection)
* Highlighter, Markers
* 1 poster board per group
* Paper and pen

**Procedures:**

1. Each student will be instructed to scan through their 5 pages of the novel. (10 minutes)

* The selected pages will portray various acts of friendship in the novel.
* Students will be asked to keep these acts of friendship in the forefront of their minds while reading and constructing their group poems.

1. Each student will highlight lines of the novel that appeal to them.
2. Each student will write down 5-7 lines they have chosen on a sheet of paper. (5 minutes)
3. Students will be separated into groups of 4-5.
4. In each group, students will share the lines they have chosen and together they will construct a free verse poem using only those lines. (20 minutes)
   * Students would already have learned how to identify and construct different types of poems.
   * Students will want to connect their ideas of friendship to the poem itself.
5. Each group will write their poem on a poster board (Students may decorate their board, as well) (5- 7 minutes)
6. Each group will choose one person out of their group to share their poem. (8-10 minutes)

**Evaluations**: Students will be evaluated on participation. Each student is expected to contribute 5-7 lines as well as participate in the organization and delivery of the group's poem.

Week 1 – Day 3

**Title**: Friendship and Frost  
**Subject**: Language Arts  
**Grade Level:** 11th  
**By:** Christine McDonald, Donielle Speranza, Jennifer McMullian  
**Sunshine State Standards:**

* LA.1112.2.1.7: The student will analyze, interpret, and evaluate an author's use of descriptive language and figurative language and explain how they impact meaning in a variety of texts with an emphasis on how they evoke reader's emotions
* LA.1112.2.1.3: The student will explain how meaning is enhanced through various features of poetry, including sound (e.g., rhythm, repetition, alliteration, consonance, assonance), structure (e.g., meter, rhyme scheme), and graphic elements (e.g., line length, punctuation, word position);

**Objectives:**

* Students will be able to perform a close reading of the poem, *A Time to Talk* by Robert Frost.
* Students will be able to analyze the poem's language and imagery.
* Students will be able to discuss their interpretations and draw new conclusions as a class.
* Students will be able to understand the importance of language and imagery in a poem.

**Materials:**

* Copies of the poem, *A Time to Talk* by Robert Frost for each student.
* Pencil and paper
* Construction paper
* Markers

**Procedures:**

1. Student will be given a copy of the poem to read individually. (5 minutes)
2. Students will answer one of the following questions in their journals: (10 minutes)
   * What do you think Frost is saying about friendship?
   * What images in the poem appeal to you and why?
   * Describe any ideas or thought you had while reading this poem.
3. The teacher will call on one volunteer to read this poem aloud while the rest of the class follows silently.
4. The teacher will lead a discussion: (15 minutes)
   * How does the title connect to the poem?
   * Where are the "crucial moments" in this poem?
   * What does the form and language prove?
   * Why are these techniques important to the overall significance of the poem?
   * What does this poem say about friendship?
   * How does Frost feel about his friends?
5. Students will revisit the poem and interpret each line individually. (10 minutes)
   * Students will translate the poem in their own words (they may use ideas from the class discussion)
   * Students will be encouraged to be creative; ex) recording an event from their own lives.
   * Students must use Frost's form (no more than 10 lines)
6. Students will rewrite the poem on a piece of construction paper. (5 minutes)
7. Students may volunteer to share their poems. (5 minutes)
8. Students will place the finished product in their portfolio.

Evaluations: This activity will be placed in their portfolios. The students will receive a participation grade for completing their journal, cooperating in the class discussion, and completing the rewrite of Frost's poem.

Week 1 – Day 4

**Title**: Shakespeare's "Friendship"

**Subject**: Language Arts  
**Grade Level:** 11th  
**By:** Christine McDonald, Donielle Speranza, Jennifer McMullian  
**Sunshine State Standards:**

* LA.1112.2.1.4: The student will analyze the way in which the theme or meaning of a selection represents a view or comment on life, providing textual evidence for the identified theme;
* LA.1112.1.6.2: The student will listen to, read, and discuss familiar and conceptually challenging text
* LA.1112.3.2.3: The student will draft writing by analyzing language techniques of professional authors to establish a personal style, demonstrating a command of language with conviction of expression

**Objectives:**

* Students will be able to analyze and understand the significance of the language in a Shakespearean sonnet.
* Students will be able to analyze the theme(s) used in a Shakespearean sonnet.
* Students will be able to work in groups to write their own Shakespearean-style sonnet.

**Materials:**

* Copies of Shakespeare's *Sonnet 30* for each student.
* Paper and pencil.

**Procedures:**

1. Students will begin by reflecting on the following quote in their journals: (5-7 minutes)
   * "A friend to all is a friend to none" – Aristotle
     + What does this quote mean to you (3-5 sentences)
2. The teacher will review the conventions of Shakespearean sonnets including rhythm and rhyme (iambic pentameter). (5 minutes)
3. Students will be given a copy of  *Sonnet 30* by William Shakespeare.
4. Students will read aloud in unison.
5. As a class, we will complete Target Notes on the theme(s) expressed in this sonnet (10 minutes)
   * Students will  share words/quotes to analyze the language of the sonnet.
   * Students will be asked to complete a copy on their own paper to keep in their portfolios.
6. The teacher will lead a discussion: (10 minutes)
   * Students will discuss the tone and purpose of the sonnet (Is the poet trying to explain? Define? Persuade? What, why and how does he do this?)
   * Students will be encouraged to take notes to assist with the next activity.
7. Students will be divided into groups of 3-4 to write a group sonnet. (15 minutes)
   * Students must follow the convention of the Shakespearean sonnet.
   * Students are encouraged to be creative in their rhymes.
8. The teacher will ask for one or two groups to volunteer to share. (5 minutes)

**Evaluations:**

Participation is critical in this activity and each student will be graded accordingly. There will be no penalty if the group does not finish the sonnet, however, their must be evidence that the group stayed on-topic and understood the significance of language in poetry.

Week 1 – Day 5

**Title:** Computer Lab

**Subject:** English  
**Grade Level:** 11th  
**By:** Christine McDonald, Donielle Speranza, Jennifer McMullian  
**Sunshine State Standards:**

LA.1112.3.1.1 - generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion,  
research materials or other reliable sources) based upon teacher-directed topics and  
personal interests;   
LA.1112.3.4.4- grammar and usage, including but not limited to parts of speech, verb tense, noun/  
pronoun agreement, subject/verb agreement, pronoun/antecedent agreement, parallel  
structure, modifier placement, comparative and superlative adjectives and adverbs, and  
unintended shift in person or tense;

**Objectives:**

Students will be able to effectively use the computers in the lab

Students will be able to easily access and work on computer Blog site

Students will be able to post to the blog site and respond to peer journals

**Materials:**

Computer lab

Journals

**Procedures:**

1. Teacher will give a brief description of the computer lab and what they rules are for the class. (5min)
2. Class will then go to the computer lab and sit at a computer in the designated section and wait for further instruction. (5min)
3. The teacher will then guide the class along in front of the group on the projector screen which displays where the class will be going, how to log in, and what to do. (10 min)
4. Class will then locate the blog site and create their own account. This site may be decorated if the student wants with appropriate material on their own time or at home. (15 min)
5. Class will then post their journal response to the site and respond to any peer reflection in a respectable manner. (15 min)

**Evaluations:**

Since most of the class is based on listening skills, the class will be graded on how they access the blog site. The class will also be graded on their respectability inside the computer lab.

Week 2 – Day 1

**Title:** Of Mice and Men Introduction/ Great Depression K-W-L Chart

**Subject:** Language Arts  
**Grade Level:** 11th

**Duration:** One 50 minute class period   
**By**: Christine McDonald, Donielle Speranza, Jennifer McMullian

**Sunshine State Standards:**

LA.1112.1.6.2 - listen to, read, and discuss familiar and conceptually challenging text;

LA.1112.1.7.1- use background knowledge of subject and related content areas, prereading strategies (e.g.,  
previewing, discussing, generating questions), text features, and text structure to make and  
confirm complex predictions of content, purpose, and organization of a reading selection;

LA.1112.1.7.7 - compare and contrast elements in multiple texts;

LA.1112.2.1.1- analyze and compare historically and culturally significant works of literature, identifying  
the relationships among the major genres (e.g., poetry, fiction, nonfiction, short story,  
dramatic literature, essay) and the literary devices unique to each.

**Objectives:**

Students will be able to describe a basic history of the Great Depression in comparison to Of Mice and Men

Students will be able to create their own K-W-L Chart about the Great Depression

Students will be able to listen and discuss topics surrounding the Great Depression

**Materials:**

Of Mice and Men by John Steinbeck

Great Depression Website: http://www.english.illinois.edu/maps/depression/depression.htm

Writing Utensil

K-W-L Chart

**Procedures:**

1. Students will begin by reflecting on the following quote: (5-7 min)

"Grief can take care of itself, but to get the full value of joy you must have somebody to divide it with.  *Mark Twain*

1. The teacher will briefly describe the Of Mice and Men and the contents of the novel. (5minutes)
2. The teacher will then have the class work in groups to work on the K-W-L Chart and have them complete what they know about the Great Depression, what they want to know, and what they learned. (10 minutes)
3. The teacher will then introduce the Great Depression Website and what it is about and when it occurred in comparison to Of Mice and Men, writing the key aspects on the board. (10 minutes)
4. Class will wrap up the session by filling in the last segment of the K-W-L Chart and then reflect on their charts in the class discussion.
5. Class will be assigned the readings for that night on pages 1-36 in Of Mice and Men

**Evaluations:**

Since listening is a great part of this activity, students will be evaluated on what they learned from their K-W-L Charts. The participation in group work and the class discussion will also be evaluated. If a group did not finish their K-W-L Chart, they will be graded on their completion of the assignment and how on topic they were.

Week 2 – Day 2

**Title:** Of Mice and Men- Setting

**Subject:** Language Arts  
**Grade Level:** 11th

**Duration:** One 50 minute class period   
**By:** Christine McDonald, Donielle Speranza, Jennifer McMullian  
**Sunshine State Standards:**

**Objectives:**

Students will be able to describe the setting that Of Mice and Men took place.

Students will be able to point out characteristics between The Great Depression and Of Mice and Men.

**Materials:**

 Of Mice and Men by John Steinbeck

Paper

Pencil/Pen

Internet/ Great Depression Website

http://www.english.illinois.edu/maps/depression/artgallery.htm

Markers

Board

**Procedures**

1. Students will begin by writing what they learned about from Great Depression Introduction and what they thought was the most interesting. (5-7min)
2. Teacher will begin by going over briefly what they Great Depression entitled and how it related to Of Mice and Men (5 min)
3. Class will then discuss what parts of the book they thought related to the Great Depression and the teacher will write these answers down on the board (10 min)
4. After compiling a short list of similarities, teacher will then begin demonstrating some of the class responses by showing clips of various parts of the Great Depression. These clips will show the hardships of the economy, housing, and way of life that many people had to live in. While going over clips, class will write down notes that compare the Great Depression to Of Mice and Men(15-20 min)
5. Class will put their notes into their binders and then briefly share any thoughts about what they have learned. (5 min)

**Evaluations:**

Class will be evaluated on their participation in class discussion throughout the day. They will also be graded on the notes that are taken during the video and how much of a connection the student makes between the novel and the video clips on the Great Depression.

Week 2 – Day 3

**Title**: Of Mice and Men First Quiz and Discussion

**By:** Jennifer McMullian, Donielle Speranza, and Christine McDonald

**Subject:** English

**Grade Level:** 11th

**Duration:** One 50 minute class period

**Overview:** Class will begin by taking the first quiz on *Of Mice and Men* (pages 1-37). After the class completes the quiz, the class will review the quiz and then discuss topics and themes of the book.

**Objectives**:

·         Students show their knowledge of the reading by completing the quiz.

·         Students listen to and discuss their interpretations of the text.

·         Students listen to and discuss themes, foreshadowing, and symbols of the text.

**Sunshine State Standards:**

LA.1112.2.1.4: The student will analyze the way in which the theme or meaning of a selection represents a view or comment on life, providing textual evidence for the identified theme.

LA.1112.2.1.8: The student will explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written.

**Materials**:

·         First quiz on *Of Mice and Men*

·         *Of Mice and Men* text

**Procedure:**

1. In the beginning of class students will be handed the first quiz on *Of Mice and Men* and informed that as soon as they have their quiz that they may begin*.* (20 minutes)
2. After completion of the quiz, students will hand in their quiz and be asked to take out their *Of Mice and Men* text.
3. The class will go over each question of the quiz to give the students an idea what they received on the quiz and to clear up any confusion. (5 minutes)
4. The teacher will then begin the discussion of the text. Students will be asked to form a Socratic Circle to engage their discussion. Students will be informed that each student must engage in the discussion at least once in order to receive participation points for the day. (20-25 minutes)
5. Such discussion topics will include:

* Discuss the relationship between George and Lennie (major theme of the text):
* George is the most important thing in Lennie’s life. George plays the role of guardian to Lennie because Lennie can’t take care of himself
* George lied to the boss and said that Lennie was his cousin.  Why didn’t people accept their relationship and often criticize them for traveling together?
* Discuss foreshadowing of the text:
* In the beginning of the text, Lennie almost hurt a woman by not letting go of her. Then, when Lennie and George make it to the ranch, they are informed of Curly’s wife who is known around the ranch as a tart. This could foreshadow that something terrible will happen to her.
* Discuss symbolism of the text:
* Lennie and George’s farm can represent the American Dream
* Discussion questions can include:
* When the men met their boss, George claimed that Lennie was kicked in the head by a horse when he was a kid to explain why Lennie is a little slow.
* Why did George lie? Why didn’t people accept those who were mentally handicapped?

**Assessment:**

Students will be evaluated on their quiz.

Students will also be assessed on their participation of the class discussion.

Students will be informed that each student must engage in the discussion at least once in order to receive participation points for the day.

Week 2 – Day 4

**Title**: Of Mice and Men – Planning Story Characters Using Trading Cards

**Lesson plan adapted from**: Erika Griffin of Trumbull, CT from ReadWriteThink.org <http://www.readwritethink.org/classroom-resources/lesson-plans/planning-story-characters-using-932.html>

**Modified by:** Jennifer McMullian, Donielle Speranza, and Christine McDonald

**Subject**: English

**Grade Level:** 11th grade

**Duration:** One 50 minute class period

**Overview**: Students will demonstrate their knowledge of the characters through analyzing the characters from the novel. Students will create cards with the characters name on the front and on the back, the students will write down characteristics of the characters.

**Objectives:**

* Students review how characters tend to develop in stories by recalling their own favorite characters from the movie or novel (MS, SE, IF).

PP, EP students will be shown clips from the movie to review their favorite characters from the movie.

* Students demonstrate comprehension of character development by working together to complete a character outline. (MS, IF)

PP, EP students will be given a word bank of adjectives with illustrations. They will point to which words describing their characters and write these down next to the picture of the characters they have chosen.

SE will be able to work together with a small group of students and encouraged to use a dictionary or word bank to create a descriptive outline of words or small phrases for their character.

* Students practice offering constructive feedback by reviewing each other's character outlines. (MS, SE, IF).

PP, EP students will work with the teacher or another helpful student to review their work in a non-threatening environment.

* Students participate in the writing process by revising their character trading cards based on feedback from peers (MS, SE, IF).

PP, EP students will be able to work with another helpful student or teacher to revise trading cards.

**Cultural Objectives**:

Students will observe how American life was back in the 1930’s.

Students will observe the depression and witness “The American Dream”.

**Sunshine State Standards**:

LA.1112.2.1.8: The student will explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written;

LA.1112.3.5.3: The student will share with others to submit work for publication.

**Materials:**

Movie of *Of Mice and Men*

Novel of *Of Mice and Men*

Art supplies (i.e. markers, index cards (5x8), pens, pencils, construction paper, scissors, etc.)

Models of the assignment for ESOL students

**Procedure:**

1. Students will be given their journal topic for the day.

* Did you once have a friendship with someone that other people didn’t really understand or criticized? If so, then explain this relationship.

1. Students will watch the movie, *Of Mice and Men* and chose three of their favorite characters (All).
2. The students will then review the book or movie and take note of their characteristics (MS, IF). SE students will review the movie or novel and be encouraged to work in small groups and use a dictionary or any helpful device in order to obtain adjectives, or small phrases describing their characteristics. PP, EP students will be given a word bank of small word adjectives with an illustration and they will choose the adjectives by pointing to them. These students will then write on the back of their card these characteristics.
3. Students will then start their project. They will be encouraged to work with others to help get a better understanding of the character and its characteristics (All). PP, EP students will be placed in a small group with helpful students to help guide them through the project. This will allow the PP, EP students to observe the other students to help them understand the project more clearly.
4. There will be art supplies readily available for them to use to begin their project. They will use large index cards (5x8), crayons, markers, pens, pencils, construction paper, etc (All).
5. The students will be given a sheet of requirements for the assignment to follow along (MS, IF). SE students will be given a simplified requirements list. Since PP and EP students cannot read at their level the teacher will communicate the directions to them by modeling the project.
6. After completion of the project the students will use these cards for assessments for later assignments (All).
7. The students can then share with their classmates the trading cards they completed. Students will then peer review their classmates’ cards and give their peers feedback (All). SE students will be placed in small groups to share their trading cards so there are not overwhelmed with sharing with the whole class. PP and EP students may be placed with one or two helpful students instead of a whole group.

**Student Assessment/Reflections**:

* Observe students during the whole-class phase of this lesson to assess their knowledge of character development. Listen for their responses and ideas for the character trading card (MS, SE, IF). PP, EP students will be assessed on how well they comprehended the character from the movie by what adjectives they point to during the process of creating their trading cards.
* Confer with students as they are creating their own trading cards. Observe their ability to respond to the questions in ways that will help them develop their characters (MS, SE, IF). PP, EP students will be observed while in their small groups on their effort and participation.
* Collect students' trading cards and review them for completeness and the quality of the responses (MS, IF). SE students will be assessed on their simplified requirements. PP, EP will hardly be assessed on accuracy they will be assessed on how engaged they were during the project and how much effort they put into their project.

**Requirements:** (MS, IF) (A model of the trading card will be provided for them to help guide them through the assignment.)

Three characters

Well thought out characteristics that accurately describe the character on the back of the card

A picture of the character on the front of the card

**Requirements:** (SE) (A model of the trading card will be provided for them to help guide them through the assignment.)

Three characters

A picture of the character on the front

A list of adjectives and short sentences or phrases describing the character on the back of the card

Week 2 – Day 5

**Title:** Computer Lab

**Subject:** Language Arts

**Grade Level:** 11th

**By: Donielle Speranza, Jennifer McMullian, Christine McDonald**

**Sunshine State Standards:**

LA.1112.3.1.1 - generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion,  
research materials or other reliable sources) based upon teacher-directed topics and  
personal interests;

LA.1112.3.4.4- grammar and usage, including but not limited to parts of speech, verb tense, noun/  
pronoun agreement, subject/verb agreement, pronoun/antecedent agreement, parallel  
structure, modifier placement, comparative and superlative adjectives and adverbs, and  
unintended shift in person or tense;

**Objectives:**

Students will be able to upload the character analysis pictures to their blog

Students will respond to peer blogs in a respectable and thoughtful manner

**Materials:**

Computer Lab

Journal

Character Card Sheet

**Procedures:**

1.)    Teacher will give a brief description on the rules of the computer lab. (5 min)

2.)    Teacher will take pictures of the character cards in groups and have them uploaded to the website. (10 min)

3.)    Class will then upload their own pictures to their website and comment on their peer character cards. (20 min)

4.)    Class will post a journal topic and responses. (15min )

**Assessment:** Since most of the assessment is on class participation, the class will be graded on their involvement with the class blogs. Students will need to stay on track and post character analysis’s and journal topics.Students will also be graded upon correct grammatical usage and style in their responses.

Week 3 – Day 1 and 2

Title: Of Mice and Men Final Quiz and Discussion

Lesson plan created by: Jennifer McMullian, Donielle Speranza, and Christine McDonald

Subject: English

Grade Level: 11th

Duration: Two 50 minute class periods

Overview: Class will begin by taking the final quiz on *Of Mice and Men* (pages 38-107). After the class completes the quiz, the class will review the quiz and then discuss topics and themes of the book.

Student Objectives:

·         SWBAT show their knowledge of the reading by completing the quiz.

·         SWBAT listen to and discuss their interpretations of the text.

·         SWBAT listen to and discuss themes, foreshadowing, and symbols of the text.

Sunshine State Standards:

·         LA.1112.2.1.4: The student will analyze the way in which the theme or meaning of a selection represents a view or comment on life, providing textual evidence for the identified theme.

·         LA.1112.2.1.8: The student will explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written.

Materials:

·         First quiz on *Of Mice and Men*

·         *Of Mice and Men* text

Procedure:

1.      In the beginning of class students will be handed the final quiz on *Of Mice and Men* and informed that as soon as they have their quiz that they may begin*.* (20 minutes)

2.      After completion of the quiz, students will hand in their quiz and be asked to take out their *Of Mice and Men* text.

3.      The class will go over each question of the quiz to give the students an idea what they received on the quiz and to clear up any confusion. (5 minutes)

4.      The teacher will then begin the discussion of the text. Students will be asked to form a Socratic Circle to engage their discussion. Students will be informed that each student must engage in the discussion at least once in order to receive participation points for the day. (20-25 minutes)

5.      Such discussion topics will include:

a.       Discuss the theme of loneliness

1.      Crooks, Candy, and Curly’s wife all confess their struggles with loneliness despite the fact that they are all surrounded by people all day long. Why is this?

b.      Discuss the foreshadowing in this text:

1.      Candy says, “I oughtta of shot that dog myself, George. I shouldn’t pughtta of let no stranger shoot my dog.” What is Candy trying to say? What does this foreshadow about the ending?

2.      When Lennie kills the puppy this could foreshadow what is about to come for Curly’s wife when she enters the barn.

c.       Discuss symbols in this text:

1.      Candy’s dog: Why did they want the men in the ranch want to shoot Candy’s dog so bad? Even though Candy was attached to the dog, the others said that he was no good anymore; he outlived his purpose in life. The strong overpower the weak.

6.      Students will be informed about their debate topic. There debate topic includes: George shoots Lennie after Lennie kills Curly’s wife? Was there any justification for his action? Why or why not does George have the right to kill Lennie? (2 minutes)

Assessment:

Students will be evaluated on their quiz.

Students will also be assessed on their participation of the class discussion.

Students will be informed that each student must engage in the discussion at least once in order to receive participation points for the day.

Week 3 – Day 3

Title:Of Mice and Men Final Quiz and Discussion

Lesson plan created by: Jennifer McMullian, Donielle Speranza, and Christine McDonald

Subject: English

Grade Level: 11th

Duration: One 50 minute class period

Overview: Class will begin by taking the final quiz on *Of Mice and Men* (pages 38-107). After the class completes the quiz, the class will review the quiz and then discuss topics and themes of the book.

Student Objectives:

SWBAT show their knowledge of the reading by completing the quiz.

SWBAT listen to and discuss their interpretations of the text.

SWBAT listen to and discuss themes, foreshadowing, and symbols of the text.

Sunshine State Standards:

LA.1112.2.1.4: The student will analyze the way in which the theme or meaning of a selection represents a view or comment on life, providing textual evidence for the identified theme.

LA.1112.2.1.8: The student will explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written.

Materials:

First quiz on *Of Mice and Men*

*Of Mice and Men* text

Procedure:

1.      In the beginning of class students will be handed the final quiz on *Of Mice and Men* and informed that as soon as they have their quiz that they may begin*.* (20 minutes)

2.      After completion of the quiz, students will hand in their quiz and be asked to take out their *Of Mice and Men* text.

3.      The class will go over each question of the quiz to give the students an idea what they received on the quiz and to clear up any confusion. (5 minutes)

4.      The teacher will then begin the discussion of the text. Students will be asked to form a Socratic Circle to engage their discussion. Students will be informed that each student must engage in the discussion at least once in order to receive participation points for the day. (20-25 minutes)

5.      Such discussion topics will include:

a.       Discuss the theme of loneliness

1.      Crooks, Candy, and Curly’s wife all confess their struggles with loneliness despite the fact that they are all surrounded by people all day long. Why is this?

b.      Discuss the foreshadowing in this text:

1.      Candy says, “I oughtta of shot that dog myself, George. I shouldn’t pughtta of let no stranger shoot my dog.” What is Candy trying to say? What does this foreshadow about the ending?

2.      When Lennie kills the puppy this could foreshadow what is about to come for Curly’s wife when she enters the barn.

c.       Discuss symbols in this text:

1.      Candy’s dog: Why did they want the men in the ranch want to shoot Candy’s dog so bad? Even though Candy was attached to the dog, the others said that he was no good anymore; he outlived his purpose in life. The strong overpower the weak.

6.      Students will be informed about their debate topic. There debate topic includes: George shoots Lennie after Lennie kills Curly’s wife? Was there any justification for his action? Why or why not gives George the right to kill Lennie? (2 minutes)

Assessment:

Students will be evaluated on their quiz.

Students will also be assessed on their participation of the class discussion.

Students will be informed that each student must engage in the discussion at least once in order to receive participation points for the day.

Week 3 – Day 4

Title: Of Mice and Men- Movie and Book Compare/Contrast

Lesson Plan created by: Jennifer McMullian, Donielle Speranza, and Christine McDonald

Subject: English

Grade Level: 11th grade

Duration: One 50 minute class

Overview:In this lesson the class will explore compare and contrast from watching clips of the movie, “Of Mice and Men,” and after the students have completed the text, “Of Mice and Men”.

Student Objectives:

SWBAT show knowledge of compare and contrast upon completion of graphic organizer.

SWBAT explore the differences text and movies use to represent a story.

Sunshine State Standards:

LA.1112.2.1.2: The student will analyze and compare a variety of traditional, classical, and contemporary literary works, and identify the literary elements of each (e.g., setting, plot, characterization, conflict);

LA.1112.2.2.3: The student will organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, outlining);

Materials:

Movie “Of Mice and Men”

Text “Of Mice and Men”

Graphic Organizer: Book and Movie compare/contrast guide

Procedure:

1.      Students will be given their journal topic of day.

Topic: What were your reactions to the book? What did you like or didn't you like about it? What did this book teach you about friendship?

2.      After students have completed the text, “Of Mice and Men” and are tested on the text’s materials, the teacher will explain to the student that they will be shown clips from the movie, “Of Mice and Men” and to recall the information from the text about the same scene from the movie.

3.      Students will be given a movie and book compare/contrast graphic organizer.

4.      The worksheet has four boxes labeled: setting, characters, plot events, and resolution.

5.      The teacher will then show the first seven minutes of movie. The teacher will then model a similarity and difference from the movie. For example, in the beginning there is a woman running in a field to some workers. This is a difference from the book because the book begins with their trip to their new job at the ranch. This could be placed into the box labeled, Setting.

6.      The teacher will then ask for a couple more examples from the students from the first scene.

7.      The second scene will be the scene about Candy’s dog. This scene will include the men convincing Candy to shoot and kill his dog. The scene will end when Carlson kills Candy’s dog. After the clip students will use their own discretion where to place similarities and differences on the graphic organizer.

8.      The third scene will be the scene in the Crooks’ room, where Lennie comes in and talks with Crooks and the place that George and Lennie are going to get. The scene will continue into Crooks’ confiding into Lennie, and confessing his struggle with loneliness. After the clip students will use their own discretion where to place similarities and differences on the graphic organizer.

9.      The fourth scene will be the ending of the movie. The scene will start from Curly’s wife walking into the barn until the movie then plays out. After the clip students will use their own discretion where to place similarities and differences on the graphic organizer.

10.  After the clips have played out and the students have had enough time to complete their graphic organizer, if time permits the class can hold a discussion about the similarities and the differences the movie and book hold.

Assessment:

Students will be assessed on their engagement of the activity. There aren’t any right or wrong answers. The students are to use their own discretion where to place similarities and differences on their graphic organizer.

Students will also be assessed on their knowledge of compare and contrast upon completion of the graphic organizer.

Week 3 – Day 5

**Title:** Computer Lab

**Subject:** Language Arts

**Grade Level:** 11th

**By: Donielle Speranza, Jennifer McMullian, Christine McDonald**

**Sunshine State Standards:**

LA.1112.3.1.1 - generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion,  
research materials or other reliable sources) based upon teacher-directed topics and  
personal interests;

LA.1112.3.4.4- grammar and usage, including but not limited to parts of speech, verb tense, noun/  
pronoun agreement, subject/verb agreement, pronoun/antecedent agreement, parallel  
structure, modifier placement, comparative and superlative adjectives and adverbs, and  
unintended shift in person or tense;

**Objectives:** Students will be able to write and reflect on Of Mice and Men in a critical manner

Students will respond to peer blogs in a respectable tone

Students will use correct grammatical skills when writing responses

**Materials:**

Computer Lab

Journal

**Procedures:**

1.)    Teacher will give a brief description on the rules of the computer lab. (5 min)

2.)    Class will access blog site and upload their journal response to Of Mice and Men and respond to peer lesson accordingly.(15 min)

3.)    Class will then have the remainder of the period to catch up on any missed blogs or journal entries. (30 min)

**Assessment:** Since most of the assessment is on class participation, the class will be graded on their involvement with the class blogs. Students will need to stay on track and post character analysis’s and journal topics.